



Who are we?

We are specialist teachers and teaching assistants with additional qualifications and experience in working with children and young people with a range of special educational needs aged from 0-19.

The Service comprises of four specialist teams:

- Early Years
- Communication and Interaction
- Cognition and Learning
- Sensory – Hearing and Visual Impairments.

Four specialist teams:

The Early Years Team

The Early Years Team's remit is to support children with a range of complex special educational needs and disabilities from birth to the end of key stage 1 (approximately 7 years of age). To facilitate this the Early Years support comprises of a Home and Pre-School strand and a strand for school-focused support which extends through to the end of Key Stage 1. The team comprises specialists who work with children with complex learning needs, communication and interaction needs/autism.

The Communication and Interaction Team

This team works with children and young people in Key Stages 2-5 (approximately 8-19 years of age) with severe and complex communication and interaction needs/autism.

Work is primarily undertaken in mainstream schools to support children, including where a placement is at risk.

The Cognition and Learning Team

The Cognition and Learning team work primarily in mainstream schools with children and young people in Key Stages 2-5 (approximately 8-19 years of age) with a range of complex learning difficulties. The team also includes Senior Teachers for Dyslexia and ICT.

The Sensory Team

This team consists of Qualified Teachers of the Deaf and Visually Impaired, specialist teaching assistants, an Habilitation Officer and a resource technician. The team works with children and young people aged from 0-19 years of age with sensory impairments.



How is support from Schools and Families Specialist Services accessed?

Home and Pre-School Support

Pre-school children may be supported in the family home and or early years setting. Once children reach F2 our focus shifts to offering advice, information and support to schools to make suitable provision for children and young people with complex special educational needs.

Referrals for F1 and 2- year entitlement children will be accepted through the Home and Pre-school referral system. Referrals can be made by health professionals, PVI settings, Children's Centre staff, parents and schools themselves. These referrals will be accepted at any point in the school year and will be attended to on a weekly basis and support allocated as appropriate.

Early Years/Key Stage 1 Support

Requests for Early Years SFSS involvement for children who are moderated at AFN High and HLN levels of funding are made at termly Family Springboard meetings for children attending F2, Y1 and Y2. All other children are open to discussion through Springboard or a surgery model.

The surgery model can be arranged outside of the Family Springboard process or may be suggested by the Early Years Lead Practitioner as a first response to a request for involvement through a Springboard.

Communication and Interaction

Requests for anonymous surgeries can be made outside of the Family Springboard process through the locality Communication & Interaction Teacher.

Following a request for involvement through the Family Springboard meeting the Communication & Interaction Lead Practitioner may propose the following:

- **Surgery; or**
- **AET Training; or**
- **Caseload.**

Cognition and Learning and Sensory Teams

Due to the lower incidence of hearing and/or visual impairments and particular types of cognition and learning need, the Sensory and the Cognition and Learning Teams do not offer Surgeries. Any requests for the involvement of these teams should be rooted via the Family Springboard. In the case of the Sensory Team requests will be accepted at any time from other professionals or from parents.

Surgeries

The surgery model is intended to be a collaborative, solution focused meeting for school staff. The focus of the surgeries can be to discuss individual pupils and/or the support and intervention that might be appropriate for a cohort of children and young people who present with similar needs.



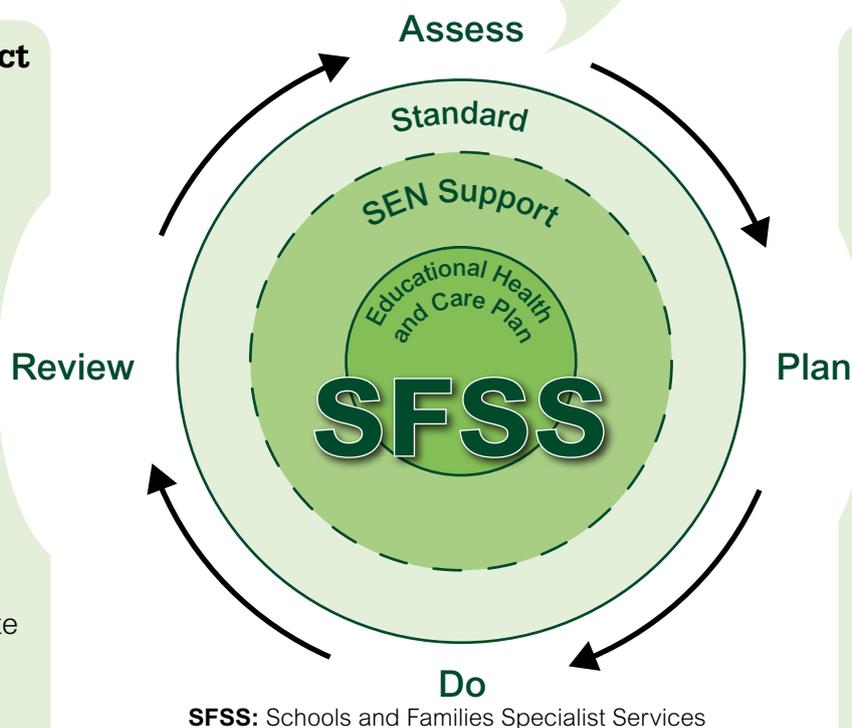
Schools and Families Specialist Services

Assessment and Gathering Information

- Advice and training, for schools and early years settings, in a range of learning needs (e.g. Down Syndrome, rare cognitive disorders, dyslexia)
- Training for schools and early years settings in autism and hearing and visual impairments
- Holistic approach to assessment
- Advice re particular tools for assessment
- Support to develop personalised outcomes
- Observation and feedback.

Reviewing Impact

- Support with measuring and monitoring progress
- Support to review personalised outcomes
- Advice and support to parents and carers
- Support to measure and monitor the impact of interventions
- Advice re appropriate next steps and signposting to other agencies if needed.



Planning and Preparation

- Support with individualising the curriculum to address children's needs
- Advice and training to staff in schools and early years settings
- Information regarding appropriate specialised interventions available
- Support with developing appropriate curriculum to address children's needs.
- Transition planning.

Provision

- Wide range of training for schools and early years settings in meeting the educational needs of children and young people
- Regular home teaching for children before they attend school
- Support in developing and delivering appropriate interventions and resources, including ICT to offer reasonable adjustments
- Advice, support and training in independent living skills
- Specialist advice and support on alternative communication and access modes.

For more information please contact:

Schools & Families Specialist Services

To contact the Lead Practitioners for the teams:

Communication
& Interaction Team and
Cognition & Learning Team

Tel: 0115 8546464

Early Years Team
and Sensory Team

Tel: 0115 8041232

